

EDEXCEL INTERNATIONAL GCSE (9-1) **GREEK (First Language)**

GETTING READY TO TEACH

Event code: 17IOAL04

First teaching in 2017, first assessment in 2019.

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Session Agenda : 8:00-9:00 am

8:00 am **Introductions and Getting to know each other poll**

8:10 am Aims and Objectives of this session and
Overview of International GCSE (First Language)

8:20 am Assessment Information

8:25 am Overview: Paper 1 and tips for teaching

8:55 am Break

9:00 am Overview: Paper 1 and tips for teaching (continued)

9:25 am Overview: Paper 2 and tips for teaching

9:50 am Questions and final delegate poll



Aims and Objectives

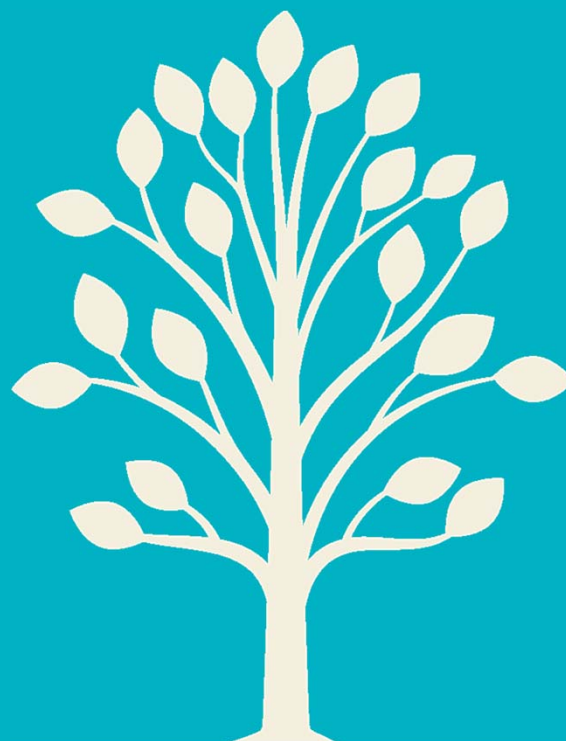


Aims and Objectives

- **Provide an overview of the new specification content and assessment structure for IGCSE in Greek (First Language) (4GK1)**
- **Explore teaching and delivery strategies for the new specification**
- **Outline the support and resources available to guide you through the course**
- **Provide an opportunity to ask questions**



Overview of IGCSE Greek



Introduction to the new qualification

CONTENT

10 topic areas

Total marks: 125

Reading
(49 marks)

Summary
(6 marks)

Grammar
(20 marks)

Writing
(50 marks)

SKILLS

Transferable skills

Language skills

Cognitive skills

Intrapersonal skills

Interpersonal skills

STRUCTURE

Two papers

Paper 1: 60%
75 marks
(2 h 15 mins)

Reading-Summary-
Grammar

Paper 2: 40%
(50 marks)
(1 h 30 mins)
Writing

Linear assessment



International GCSE: Content Overview

Topic Areas for papers 1 and 2

Youth Matters

Education

Media

Culture

Sport and Leisure

Travel and Tourism

Business, work and employment

Environment

Health

Technology



Assessment Objectives

AO1 (i) Read and understand a range of texts, selecting and interpreting information, ideas and opinions.

(ii) Understand how the writer uses techniques to create effect.

(iii) Compare and contrast information.

(iv) Summarise information.

AO2 (i) Communicate in writing effectively and imaginatively in different forms for particular audiences and purposes.

(ii) Organise writing into clear and coherent sentences and whole texts.

(iii) Use accurate spelling.

AO3 (i) Show understanding and correct application of the morphology of nouns, adjectives, pronouns and verbs.

(ii) Show understanding and correct application of the syntax relating to the verb and verb phrase, the noun and noun phrase.

(iii) Show understanding and correct application of main and subordinate clauses.



Assessment objectives and weightings

AO1	Understand and respond, in writing, to written language.	44%	0%	55 marks
AO2	Communicate in writing	0%	40%	50 marks
AO3	Show understanding and correct application of grammar and syntax	16%	0%	20 marks



The specification in detail

Paper 1

Reading Summary and Grammar

Assessment overview

Part One: Reading (49 marks) Short and extended-response questions on two texts.

Part Two: Summary (6 marks) Summary of the main points of a third text.

Part Three: Grammar (20 marks) Two questions on a range of aspects of grammar in context.

(Total 75 marks, 60% of the qualification)



Section A: Reading

Students read two texts **in the extract booklet** and answer four questions on text 1 and four questions on text 2, which are found in the **question paper**. They then compare the two texts.

- The two texts in Section A are on the same topic but in a different form
 - The texts are be from authentic sources adapted and abridged so students can access the language.
 - Topics will be rotated year on year.

Students are advised to allocate approximately 1 hour and 15 minutes to Part One.



Section A: Question types and rubrics (questions 1-9)

Qu. 1/5: Identify

(1 mark)

Qu. 2/6: Infer/Interpret and provide evidence

(2 marks)

Qu 3/7: Identify/Explain and provide evidence

(4 marks)

Qu 4/8: identify technique and provide evidence

(10 marks)

Qu 9: Compare two texts and provide evidence

(15 marks)



Questions 4 and 8: Assessment criteria

1-2

Basic explanation of how the writer creates effect through linguistic and structural techniques.

The evidence selected is of limited relevance to the points being made.

9-10

Perceptive explanation and analysis of how the writer creates effect through linguistic and structural techniques.

The evidence selected is precise and fully supports the points being made.



Tips for teaching

Practise comprehension tasks which ask students to

- *Identify details*
- *Interpret/infer*
- *“Use evidence from text”*
- *Provide extended responses*
- *Comment on writer’s technique and use of language*
- *Compare how different writers treat the same theme*



Section B: Summary (question 10)

Students read one text **in the extract booklet** and write a summary in the **question paper**.

- The text is on a different topic from the ones in Section A
- The source text is between 350-400 words
- The summary should be between 100-150 words

*Students are advised to allocate approximately 30 minutes to
Section B*



Tips for teaching

Practise reading and writing activities which ask students to

- *Identify the main thesis of the text*
- *Identify and underline the main ideas per paragraph*
- *Recognise the minor details that must be left out*
 - *Use transition words*
- *Represent rather than critique*



Section C: Grammar (questions 11 and 12)

There will be two 10-mark questions, each assessing different grammar skills.

Question 11: Transformation

Students read sentences taken from the two texts in section A and the text in Section B and transform them by using prompts, without altering the meaning.

Question 12: Gap-fill

Students are advised to allocate approximately 30 minutes to Section C



Some examples

1. Δεν φαίνεται να επηρεάζει τους Γερμανούς. (οι Γερμανοί)

Οι Γερμανοί δεν φαίνεται να επηρεάζονται.

2. Αισθανόμουν πως αυτό δεν έφτανε. (είχα)

Είχα την αίσθηση πως αυτό δεν έφτανε.

3. Δυστυχώς, πάνω από το 40% της απατάλης του φαγητού είναι στα νοικοκυριά. (τα νοικοκυριά)

Δυστυχώς τα νοικοκυριά ευθύνονται για ...

Δυστυχώς, τα νοικοκυριά φτάνει για



Tips for Teaching

- Practise with exercises which focus on specific structures (e.g. subjunctives, the passive voice etc.)
- Use etymology and derivation to expand students vocabulary
- Consider that there may be more than one ways to transform the sentence
- Practise a mixture of tasks



Paper 2 Writing

Assessment overview

- 2 pieces of extended writing
out of 3 questions
- Length of each response 300-350 words (recommended)
 - Total of 25 marks for each response
(50 marks for this section, 40% of the qualification)

Students are advised to allocate approximately 45 minutes to each writing question.



Writing skills

- Communicate meaning effectively in written language in a variety of forms, genres and styles
- ***Focus writing on a particular purpose and audience***
- Write imaginatively, using a variety of techniques
- Use a wide range of suitable vocabulary
- Use accurate spelling
- Employ a variety of sentence structures for effect
- Structure their work effectively
- Use complex structures
- Use the rules of grammar to create effect, variety and interest.



Paper 2 Writing

Question types

Purpose: to argue, to narrate, to describe, to persuade, to inform, to explain

Form: could include a discursive essay, a narrative, a description, a letter, an article, an email, a speech or an information leaflet



Paper 2 Writing : Assessment descriptors

10-12

Communicates effectively, and response to the task is comprehensive and relevant, with no ambiguity.

Task is securely focused on the purpose and intended reader.

Piece is effectively linked, using a range of structural techniques.

13-15

Communication is subtle at times and response to the task is fully comprehensive and relevant.

Task is sharply focused on the purpose and intended reader.

Piece is linked, using structural techniques in a sophisticated and skillful way.



Purpose?

You may wish to include:

- What tourists can see in your area
- What tourists can do in your area
- Where they can get more information

(to argue, to narrate, to describe, to persuade, to inform, to explain)



Purpose?

You may wish to include:

- Why you are interested in working in his shop
- Why you are the best person for the job
- Your career plans for the future

(to argue, to narrate, to describe, to persuade, to inform, to explain)



Purpose?

You may wish to include:

- What you know about the charity
- Why students should take part
- How this would benefit them

(to argue, to narrate, to describe, to persuade, to inform, to explain)



Purpose?

You may wish to include:

- Details of the place
- What it made you think and feel
- How it affected your five senses

(to argue, to narrate, to describe, to persuade, to inform, to explain)



Purpose?

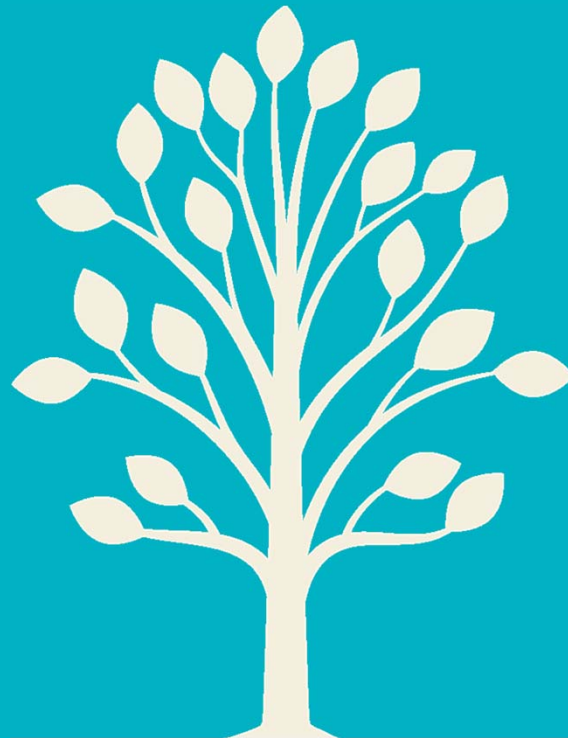
You may wish to include:

- What environmental problems we face
- How we can help the environment
- How helping the environment benefits people

(to argue, to narrate, to describe, to persuade, to inform, to explain)



Any questions?



9-1 grading scale (1)

Awarding

- The grading system is changing but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

Benefits

- Greater differentiation across levels of attainment e.g. 2 grades where the current C grade is
- Rewards truly outstanding achievement with the grade 9
- Provides more information about student attainment to help progression to A Level
- Same scale for Pearson Edexcel GCSE and International GCSE allows clear comparison with English standards, unlike old A* to G grading



9-1 grading scale (2)

	NEW 9-1 GRADES	CURRENT A*-G GRADES
The new Grade 9 represents a new level of attainment and we've introduced this to really differentiate your top performing students.	9	A*
	8	A
The bottom of the grade 7 aligns with the bottom of the grade A.	7	
	6	B
There's also greater differentiation in the middle range of grades, with grades 4 to 5 being equivalent to the old grade B and grade C.	5	
So grade 5 will be awarded to the top grade C performers and grade 6 to the grade B performers.	4	C
	3	D
The bottom of the grade 4 aligns with the bottom of the grade C.	2	E
	1	F
	U	G
The bottom of the grade 1 aligns with the bottom of the grade G.		U



World Class Qualifications

- Pearson's World Class Qualification design principles mean all Edexcel qualifications are developed to be **Rigorous**, **Demanding**, **Inclusive** and **Empowering**
- Externally approved by the Expert Panel for World Class Qualifications



Transferable Skills

- Skills frameworks adapted to support design of new Edexcel International GCSEs
- Ensure learners acquire skills needed to access Higher Education and fulfilling careers



Cognitive skills

Core skills brain uses to think, learn and reason – used to carry out any task.



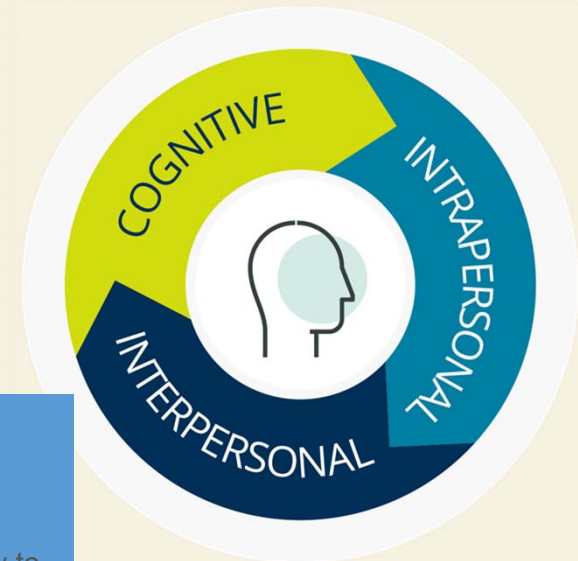
Intrapersonal Skills

Emotional intelligence, ability to know, understand and manage own emotions and learning.



Interpersonal Skills

Life skills used every day to communicate and interact with others, individually and in groups.





Resources

We offer a range of free and paid for resources for International GCSEs. These have been designed to support teachers to improve learner outcomes



Support overview

Support for
all subjects

Getting Started
Guide &
Scheme of
Work

Getting Ready
to Teach Events

Subject
interpretation of
transferable
skills

Subject Advisor

Results Plus

Regional
Support
Manager

Additional support
for selected
subjects

Curriculum
Matched
Publishing

Exemplar
Marked
Responses

Topic booklets

Exam Wizard



Free support

Getting Started Guide *includes mapping of changes, content and assessment guidance, course planner and resource list*

Editable Scheme of Work *includes activities to support transferable skills development*

Exam Wizard *a free exam preparation tool containing a bank of past Edexcel exam questions*

Results Plus *free online service giving instant and detailed analysis of your students' exam and mock performance*

Regional support manager *access to a regionally based support manager for any query*

Subject Advisor *For any subject related query you have. Sign up to mailing list*

Exemplar *Marked student responses to SAMs questions*

Additional SAMs *An additional set of Sample Assessment Material available as a secure download*



For your subject specific enquiries

Subject advisor:
TeachingLanguages@pearson.com

ALWAYS LEARNING